

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education
Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	University of Missouri - Rolla
Institution Code	6876
State	Missouri
Number of Program Completers Submitted	5

Number of Program Completers found, matched, and used in passing rate Calculations ¹	5				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Biology: Content Knowledge, Part 1	231	1	1	100%	62	58	94%
English Lang., Lit. and Comp. : Content Knowledge	041	1	1	100%	192	191	99%
Mathematics: Content Knowledge	061	1	1	100%	97	91	94%
Social Studies: Content Knowledge	081	2	2	100%	276	270	98%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program						
Table C-2	HEA - Title II 2001-2002 Academic Year					
Institution Name	University of Missouri - Rolla					
Institution Code	6876					
State	Missouri					
Number of Program Completers Submitted	5					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	5			Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	5	5	100%	3275	3155	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates ⁵	5	5	100%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: 109

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? 7

3. Please provide the numbers of supervising faculty who were:

1 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: 1

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 7/1

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 16. The total number of hours required is 560 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

The students receive a degree in an area and teacher certification. Thus, the students take more hours in their discipline area. Also, the students have more clinical experiences. The students are placed in the public schools in their first year of university experience. The first assignment is sixty hours with three seminars. During the sixty hours, the students observe, assist, do an action research project, and reflect on their experience. The second assignment is during the second year which includes 60 hours, 3 seminars with more interaction and assisting students, in addition to doing the action research and reflection. We have been able to work cooperatively with the other eight departments to reduce the number of hours needed to graduate.

Student teaching is assigned after all course work, ACT, CBASE, and PRAXIS exams are completed. The student teaching assignments are made in two different schools for eight weeks each. There are greater expectations for the second school assignment.

With the content courses and pedagogy, we teach students to be decision-makers and reflective thinkers. The students are ready for their first year of teaching in the public schools.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

The University of Missouri-Rolla, UMR, has a major responsibility for meeting Missouri's needs for engineering education. UMR offers residential programs with an emphasis on leadership development that include a full range of engineering and science degrees and complementary liberal arts degrees and programs.

UMR conducts research to advance knowledge, to provide essential support for graduate education, and to enhance undergraduate education. There is special emphasis on research in materials, manufacturing, infrastructure, geotechnical, and environmental engineering and science.

UMR assists in the economic development of the state and nation with the transfer of the technology developed through its research programs. UMR meets the engineering and scientific educational needs of Missouri's non-traditional students through cooperative efforts with other campuses, innovative delivery systems, and specialized extension programs.

2. Educational Philosophy

Since its founding, the University of Missouri – Rolla Teacher Education Program has been noted for its tradition of exemplary undergraduate programs. In recent years the program has improved its course offerings to provide teachers with the expertise they need to help children face current challenges as well as those they will encounter in the next century.

Education faculty are primarily responsible for ensuring that students who enroll in UMR education programs become effective teachers. To this end, the UMR Teacher Education Program has developed programs so that professional educators will be decision-makers and reflective thinkers who possess relevant knowledge, professional skills, and appropriate personal attributes for the classroom.

The central theme adopted by the Teacher Education Program is the teacher as Reflective Decision-maker and Reflective Thinker. Professional Educators must be knowledgeable about:

- The historical, sociocultural, and political contexts of schooling
- The characteristics and needs of students and/or school personnel
- Curriculum and competencies young people must acquire to become productive, lifelong learners, including academic content, “real-life” skills, and technology
- Educational theories, policies, approaches, and research
- The knowledge bases specific to the professional roles they have chosen to perform

Educators must have the professional skills necessary to develop, implement, manage, and assess educational programs. Students also are expected to acquire the skills needed to collaborate with colleagues, parents, and others in the development of effective programs.

Professional Educators should express personal attributes which facilitate students learning and promote psychological well-being. These educators must be highly skilled practitioners, active listeners, good

communicators, willing collaborators, and genuinely concerned about the welfare of both individual students and society.

3. Conceptual Frameworks

The conceptual framework of the University of Missouri – Rolla Education Program emphasizes decision making and the role of teachers as inquiring professionals. The teacher will be able to make decisions based on being reflective thinkers. The conceptual structure supports learning experiences that include observation, research, demonstration, and evaluation. General education, professional education, and specialization courses are integrated through reflective inquiry and decision making. The individual students develop inquiry projects and make decisions for their professional portfolios.

University of Missouri – Rolla students will acquire a degree in an academic discipline that will be integrated with the pedagogical knowledge they will need to be informed and productive professionals. It is imperative to combine the educational goals of the college with the goals and objectives of the Teacher Education Program.

The following competencies are the foundational objectives of the University of Missouri – Rolla Teacher Education Program:

- An ability to understand and integrate the concepts, tools, and structures of the disciplines in general education.
- A knowledge of learning theory and ways to provide appropriate developmental instruction.
- An appreciation of student differences and an ability to adapt instruction for diverse learners and their learning styles.
- An understanding of curriculum development that includes student performance standards as identified by the State of Missouri.
- The ability to use a variety of instructional strategies that emphasize critical thinking, problem solving, and performance application.
- An understanding of how to create a learning environment that supports positive, interactive, cooperative and self-direct learning.
- The ability to demonstrate effective multi-media communication skills with modern technology.
- A knowledge of appropriate student assessment and evaluation to direct learning.
- An understanding of reflective inquiry for professional development through journal writing and portfolios.

The ability to promote positive relationships within the school and the entire community.

4. Program completers who teach in the private schools and out of state

Private Schools:

Out-of-State: **3**